DOCUMENT RESUME

ED 153 081 08 CE 015 879

TITLE Professional Teacher Education Module Series. Provide Laboratory Experiences for Prospective Teachers, Module I-6 of Category I--Professional Role and Development.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE 78

NOTE 44p.; For related documents see CE 015 874-881 ; Parts may be marginally legible due to colored background

AVAILABLE FROM American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.30)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS Behavioral Objectives; *Cooperating Teachers; *Curriculum Planning; *Learning Activities; Learning Modules; Performance Based Teacher Education; Post Secondary Education; Secondary Education; *Student Teaching; Teacher Education Curriculum; *Teacher Role; *Teaching Skills; Vocational Education

ABSTRACT

This sixth in a series of eight learning modules on professional role and development is designed to give secondary and postsecondary vocational teachers preparation for working as cooperating teachers. Focus is on the purposes of laboratory or clinical experience in the teacher education program and on skills needed for planning meaningful experiences for prospective teachers. The terminal objective for the module is to provide laboratory experiences for prospective teachers while serving as cooperating teachers in actual school situations. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the five learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on professional role are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153081

MODULE

I-6

Provide Laboratory Experiences for Prospective Teachers

MODULE I-6 OF CATEGORY I—PROFESSIONAL ROLE AND DEVELOPMENT
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1978

ISBN 0-89606-021-7

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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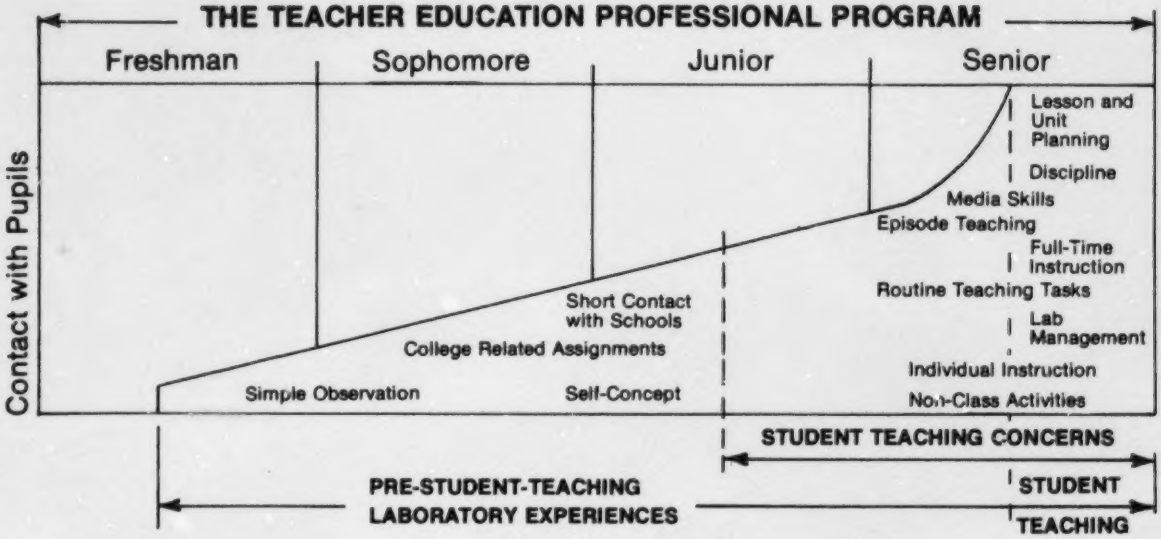
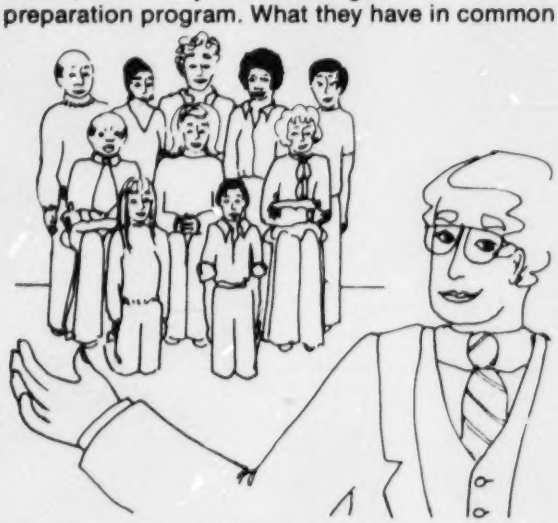
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.


THE TEACHER EDUCATION PROFESSIONAL PROGRAM
Freshman
Sophomore
Junior
Senior
Contact with Pupils
Lesson and Unit Planning
Discipline
Media Skills
Episode Teaching
Full-Time Instruction
Routine Teaching Tasks
Lab Management
Individual Instruction
Non-Class Activities
Short Contact with Schools
College Related Assignments
Simple Observation
Self-Concept
STUDENT TEACHING CONCERNS
PRE-STUDENT-TEACHING LABORATORY EXPERIENCES
STUDENT TEACHING

INTRODUCTION

Throughout the nation, educational programs to prepare teachers are now requiring prospective teachers to have actual classroom experiences early in their professional training programs. This module is intended for the **experienced** vocational education teacher who will be participating in the education of prospective teachers by providing these actual experiences. You will be working in cooperation with the teacher education institution (hence the term "cooperating teacher") to provide prospective teachers with the opportunity to visit and participate in the vocational program by observing in the classroom, laboratory or shop, and later by actually participating in the teaching process.

These visiting prospective teachers may be young or mature, knowledgeable or inexperienced, at an early or a late stage in their teacher preparation program. What they have in common



is a need for observing and acquiring experience in a functioning vocational program. As they get involved in the teaching process, prospective teachers will have an opportunity to put educational theory into teaching practice. At the same time, they can develop positive attitudes toward teaching as well as realistic perceptions of themselves as teachers. It may also be a time when they decide finally whether or not to enter the teaching profession.

Your role as the cooperating teacher in planning and providing actual "laboratory experiences" in teaching is a vital one. As you work with prospective teachers, you will need to know how to see each one as an individual with special needs and unique abilities. You will need to plan experiences for each in a way designed to fulfill these unique needs and to build upon these strengths. In the fullest sense, you, the experienced vocational teacher, will share your class, your facilities, and your practical experience with those who, though now just beginning, will soon be in the ranks of vocational education teachers.

This module is the first of a series of three concerned with providing actual school experiences for prospective teachers. It can be used independently as a learning experience for vocational teachers who will work with college students in the early stages of their training. The succeeding two modules in the series deal with planning the student teaching experience and supervising student teachers. The teacher who supervises full-time student teachers will need to complete all three modules in order to gain the experiences required to function in that capacity.

The concept of laboratory experiences in teacher education and the relation of this to the total professional program can be graphically portrayed as shown on p. 2. Laboratory experiences are conceived of as a continuous element in the professional preparation of teachers. They begin early in the prospective teacher's education and grow in scope and complexity as he or she develops competence and maturity, and finally culminate in the full responsibility of the student teaching period.

As the diagram on p. 2 indicates, there are no clear divisions between the concerns and activities of the pre-student-teaching laboratory experiences and the concerns of the formal full-time student teaching period. Because the experiences and activities are continuous and overlapping, everyone involved in the program (cooperating teacher, the college or university student, and college supervisor) needs to have a full understanding of the entire teacher education program and his or her function in it.

Specifically, the purpose of this module is to help you learn about the important purposes of laboratory or clinical experience in the teacher education program and to give you guidance and practice in formulating plans for meaningful experiences. It is designed to give you skill in applying general principles to the actual program in which you are working. After completing this module, you, the cooperating teacher, should be ready to work with prospective teachers and their training institutions in a professional and effective way.

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the role of the cooperating teacher in planning and providing laboratory experiences for prospective teachers (*Learning Experience I*).
2. After completing the required reading, prepare a file of relevant information about the community, the school, and the vocational program to aid prospective teachers (*Learning Experience II*).
3. After completing the required reading, plan a graduated series of laboratory experiences for prospective teachers (*Learning Experience III*).
4. After completing the required reading, construct a series of teaching episode lesson plans (*Learning Experience IV*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Johnson, James A. and Roger A. Anderson. *Secondary Student Teaching: Readings*. Glenview, IL: Scott, Foresman and Company, 1971. (Out of print)

A laboratory experience handbook (or student teaching handbook) from a cooperating college/university which you can review.

A cooperating teacher or a college supervisor experienced in working with prospective teachers with whom you can discuss the responsibilities of cooperating teachers.

Learning Experience II

Optional

Media equipment (e.g., videotape or audiotape equipment, a slide projector, a screen) to use in developing media orientation materials for prospective teachers.

A model information file for prospective teachers prepared by a college/university which you can review.

Learning Experience III

Optional

A laboratory experience handbook (or student teaching handbook) from a cooperating college/university which you can review.

Learning Experience IV

Optional

A resource person to review the adequacy of your lesson plan.

3–5 peers who are also taking this module to work with you in developing a series of teaching episode lesson plans.

Learning Experience V

Required

An actual school situation in which, as part of your duties as a cooperating teacher, you can provide laboratory experiences for prospective teachers.

A resource person to assess your competency in providing laboratory experiences for prospective teachers.

Terms In This Module

Prospective Teacher . . . refers to a college student who has an expressed interest in becoming a teacher. He or she may be at an early exploratory stage in his or her education and commitment, or may have fully developed plans for entering the profession.

Student Teacher . . . refers to a student who is in the final period of supervised induction into teaching, and who is functioning in the role of the teacher in an actual school program.

Laboratory Experiences or Clinical Experiences . . . refers to supervised experiences in actual school programs, provided for prospective teachers. Included are observation of students and schools, participation in educational activities, and short sessions of actual teaching.

Cooperating Teacher . . . refers to an experienced vocational teacher working in a school, who is cooperating with a teacher education program by providing the laboratory experiences needed by prospective teachers.

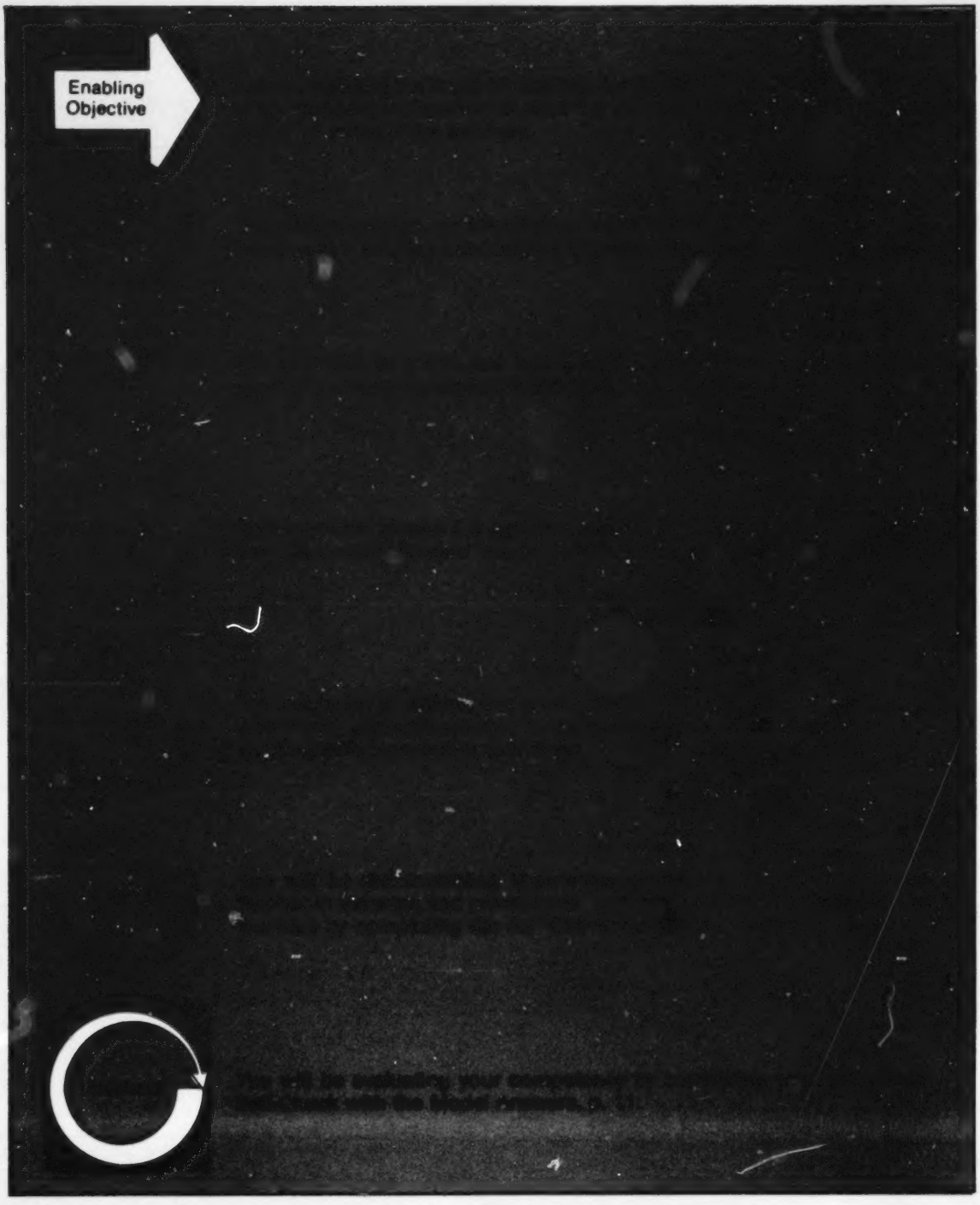
College Supervisor . . . refers to a faculty member of a teacher education institution who assumes responsibility for organizing and supervising the laboratory experiences of prospective teachers.

This module covers performance element numbers 323, 325 from Calvin J. Cotrell *et al. Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Activity

For information on the role of the cooperating teacher in planning and providing prospective teachers with laboratory experiences as an integral part of their teacher education program, read the following information sheet:

THE ROLE OF THE COOPERATING TEACHER IN PROVIDING LABORATORY EXPERIENCES

In all the discussion and debate about improving teacher education, there is one component of the program about which everyone generally agrees. Professional laboratory experiences for prospective teachers are **essential**, **valuable**, and **practical**. Experienced teachers consistently report that

their preservice work in the classroom was the most valuable part of their professional education program. Teacher educators concur. In addition, teacher educators contend that students preparing to be teachers need to get into the actual school classroom **earlier** in their educational program, **stay longer**, have a **wider variety** of participatory experiences, and have more opportunity for **feedback** and **self-evaluation**.

Professional laboratory experiences are at least as important for the prospective vocational teacher as for the teacher of any other subject area. Perhaps, because of the complexity of vocational teachers' relationships with students, school, community, and industry, laboratory experiences are even more valuable to them than to others.

Professional laboratory experiences, as used here, imply a great variety of activities in an actual teaching-learning situation for prospective teachers at all stages in their professional preparation program. University students who are just beginning to explore the possibility of selecting teaching as a professional goal may start by being observers of the school scene. Prospective teachers who have definitely committed themselves to the profession may at first be assisting the cooperating teacher in simple instructional tasks. They may be involved in formal instruction for short periods or, in the last phase of their training, may be in complete control of the program for an extended time.

These activities, and more, constitute laboratory experiences in a contemporary teacher education program. All of them require the planning, supervision, and guidance of an experienced teacher in the school who cooperates and coordinates with the teacher education institution. Cooperating teachers share their classroom and themselves with students who want to learn about teaching.

Cooperating teachers, then, work to plan and provide learning experiences in the real world of the classroom, laboratory, or shop for prospective teachers in the early and intermediate phases of teacher training. They may or may not also serve as supervisors of student teachers in the culminating clinical practice period.

The success and effectiveness of professional laboratory experiences are largely determined by cooperating teachers. As a director of laboratory experience, you must be able to function in the complex and sometimes conflicting roles of successful vocational teacher, teacher educator, and counselor. Each role makes demands on your time, energy, and professional resources, and each must be undertaken seriously if the prospective teacher is to realize the values of the experience.

Prospective teachers cannot be expected to learn what they need to know about the practice of teaching simply by being exposed to a school class, and then, somehow absorbing the subtleties of the teacher-student relationship. An invitation to "come in and look around," or "help out where you can," is clearly inadequate, no matter how well meant or hospitable. A variety of experiences is essential, but random observations, chance encounters, or unsupervised participation will not help to adequately prepare the prospective teacher. Laboratory experiences need to be based on a sound rationale consistent with the total teacher education program; they must be systematic in nature and well organized.

The relationship between college course work and school practice will, in the well-thought-out laboratory experience program, be integrated into all aspects of the activities. The relation between college study and teaching must not only be implied, but must be made explicit and understandable. In order to foster this integration and articulation, close cooperation and good communication between the cooperating teacher and college and/or university personnel is necessary. Regular conferences, informal contacts, and/or formal workshops will help to establish and maintain mutual understanding and cooperative effort.

What are the purposes, for the prospective teacher, of the pre-student-teaching laboratory experiences? Some of them might be stated in broad terms as follows.

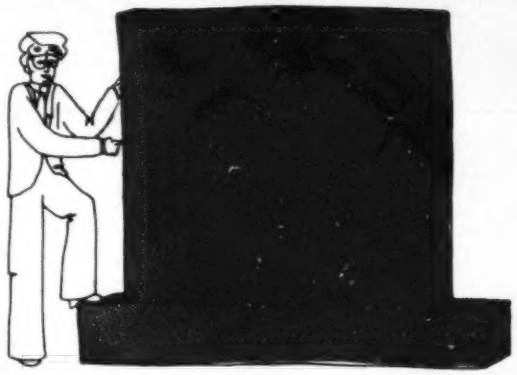
- Develop sensitivity to the teacher's role, the nature of students, and the nature of the teaching/learning process.
- Develop accurate and positive perceptions of himself/herself as a teacher.
- Become personally sensitized to the realities of the contemporary school.
- Develop and refine teaching skills.
- Develop ability to relate educational theory to classroom practice.

Certainly not all of these purposes will be inherent in every experience. For example, some experiences might be designed to introduce the prospective teacher to some of the routine duties of the teacher. Other experiences might provide an opportunity to try out reinforcement theory in a controlled learning situation. But in total, the laboratory experience program should be structured to fulfill all the fundamental purposes of the program. Emphasis can be placed on simple objectives for early laboratory experiences, while later experiences can concentrate on more complex purposes.

Early laboratory experience helps prospective teachers to discover whether or not they really want to teach. It helps them to avoid the "reality shock" that can be devastating to them when they find that the teaching methods they were taught in education courses at first appear to be inappropriate to the realities of learning problems encountered in real classrooms. You can be most helpful in bridging the gap between the idea and the real, between theory and practice, between college student and professional teacher.

As prospective teachers advance in their professional education, they should be gradually making the transition from college student to teacher. They will need to continually change their perceptions of themselves as they begin to think of themselves in the teacher's role. In order to form accurate and positive perceptions, prospective teachers should be involved in a variety of teaching situations in which they can perform successfully. Then, they should have opportunity to reflect on and analyze their performances. You can lend support to prospective teachers by guiding them in the teaching tasks and by reacting in a positive way to their performances.

Drawing upon all of the laboratory experiences, prospective teachers will be better able to evaluate their present positions and to chart their plans for future educational growth. In an obvious sense,



they can confirm their teaching strengths and find out what they still need to know. In a more personal sense, they will begin to discover what kinds of teachers they might be. The understanding of self-as-teacher is a process that takes place over a long period of time in an environment that is rich in experience and non-threatening in nature. One of your major responsibilities is to help provide such an environment.

Everything that we know about prospective teachers strengthens the notion that differences in maturity, experience, commitment, and personal capability demand that you plan for greatly different laboratory experiences for each prospective teacher. While they all require a broad range of laboratory experience, every prospective teacher

does not need laboratory experiences in the same sequence or for the same duration.

To satisfy varied needs, the effective cooperating teacher will plan, organize, and manage school experiences to provide an individualized experiential program. While the prospective teachers will participate in planning their programs of activities, they will not be free to make indiscriminate choices of favorite tasks. The ultimate decisions are the responsibility of the professional, namely, the cooperating teacher.

As a functioning cooperating teacher you will have been selected because of your willingness to make yourself, your materials and facilities, and your classes available for the laboratory experiences needed by the prospective teacher. Your responsibilities are as important as those of the college teacher who supervises student teachers, but differ in nature. Your responsibilities, as a cooperating teacher, include—

- working cooperatively with the teacher education institution
- analyzing your own school program for experience opportunities
- planning specific experiences with individual prospective teachers
- providing supervision and support to the prospective teacher in the classroom and laboratory
- providing informal and formal response and evaluation concerning the prospective teacher's performance
- maintaining your own professional development to keep informed and motivated educationally

Your responsibilities do not, of course, encompass only your work with prospective teachers. Your ongoing major work is that of a fully functioning vocational teacher, with all that implies. Committed professionals will, however, recognize that the rewards for participating in the development of effective teachers are real compensation for the burdens of the additional responsibilities.

You may wish to obtain and read the laboratory experience handbook (or student teaching handbook) from a university or college to help you become acquainted with one specific laboratory experience program. If you have been invited to be a cooperating teacher for a specific college or university, obtain that handbook.

For further information on the purposes of, and important considerations involved in, providing laboratory experiences for prospective teachers, you may wish to read the supplementary reference, Johnson and Anderson, *Secondary Student Teaching: Readings*, pp. 4–9.

To gain further insight into the role of the cooperating teacher, you may wish to arrange through your resource person to meet with a cooperating teacher or college supervisor who is experienced in working with prospective teachers. During this meeting, you could discuss—

- responsibilities he or she has such as orienting prospective teachers to the school
- his/her attitude toward prospective teachers
- experiences he or she has had, including problems encountered and methods of handling them
- methods he or she uses to plan laboratory experiences for prospective teachers

The following items check your comprehension of the material in the information sheet, The Role of the Cooperating Teacher in Providing Laboratory Experiences, pp. 6–8. Each of the four items requires a short essay-type response. Please explain fully, but briefly.

SELF-CHECK

1. What are the values that prospective teachers may realize through having continuous laboratory experiences in their teacher education program?

2. It is a good practice for cooperating teachers to plan observations for prospective teachers when they first arrive in the actual classroom. Discuss some specific example of things you might ask them to observe.

3. Discuss the criteria for the selection of cooperating teachers.

4. What are some of the responsibilities of cooperating teachers?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

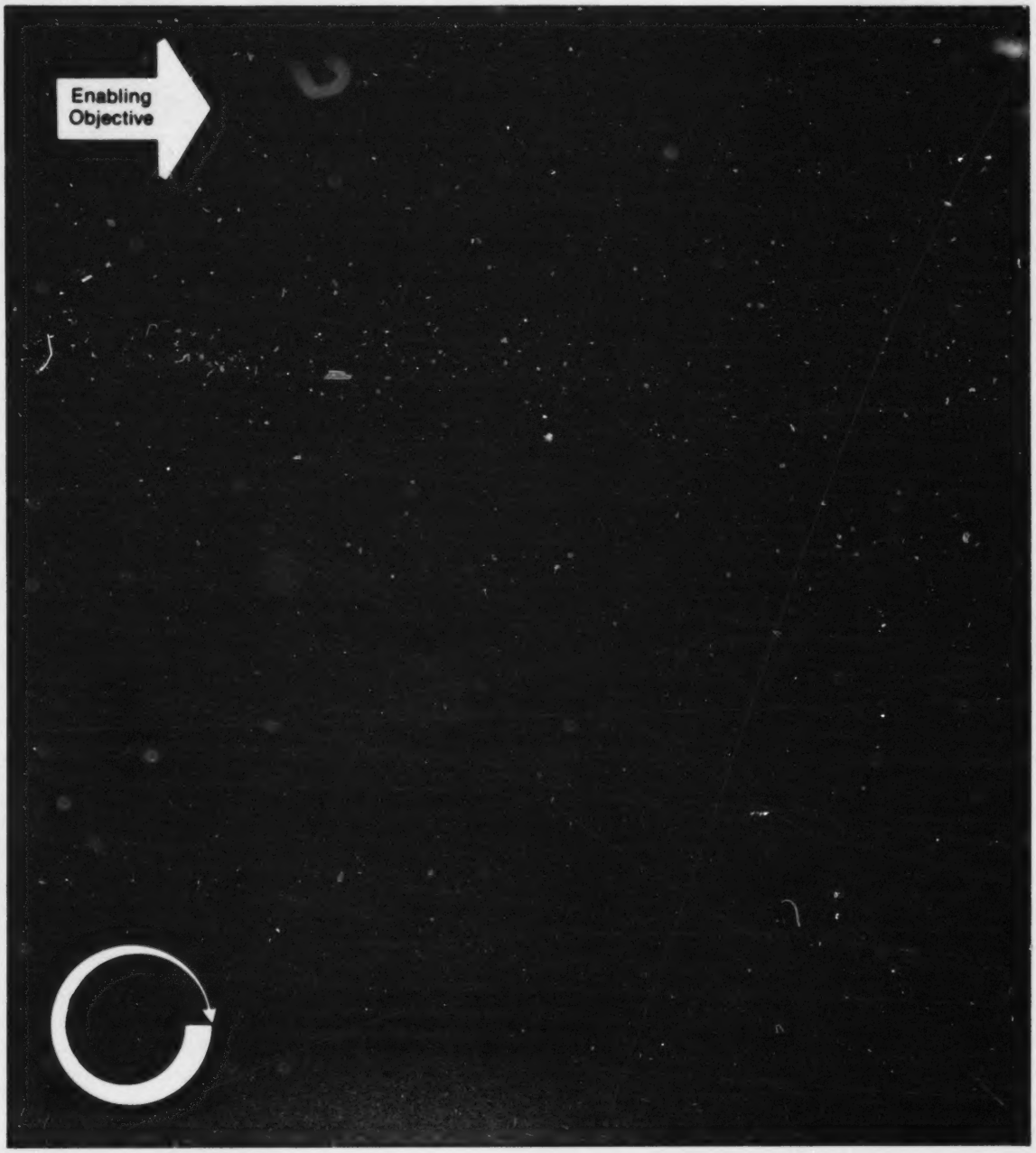
1. Some of the values prospective teachers may gain from having continuous laboratory experiences in their teacher education program are as follows.
   - They can compare **theories** learned in their university or college courses with actual classroom **practices**.
   - These experiences help them to make decisions about whether or not they really want to be teachers.
   - Laboratory experiences can motivate prospective teachers to apply themselves to learning to be better teachers. They may apply themselves more to their university/college course work in an effort to prepare for the "real world" they have encountered.
   - They can test their opinions about schools, students, and teachers against the realities of the situation.
2. There are many opportunities for observation when prospective teachers first enter the classroom. Your answer should reflect those opportunities which will provide them with the **basic information** they will need to succeed. For example, prospective teachers could observe the **students** and note such things as their growth and stage of development, learning styles, responses to teacher behaviors, and interactions with peers. They could observe the **cooperating teacher** and note such things as his/her teaching techniques, classroom management, handling of routine tasks, and attitudes toward students. Or, prospective teachers could observe the classroom or laboratory **setting** and note provisions for heating, cooling, lighting, seating, arrangement of furniture and equipment, etc.
3. As the title indicates, cooperating teachers must possess the ability to cooperate with personnel from the college or university in planning and implementing laboratory experiences for prospective teachers. Cooperating teachers serve as exemplary models for prospective teachers. The ability to communicate effectively with prospective teachers, and a willingness to share their expertise, their materials, and their students are important characteristics for cooperating teachers. Cooperating teachers should be mature and secure individuals, willing to submit themselves and their programs to observation and questioning.
4. The responsibilities of cooperating teachers include—
   - working with college/university personnel
   - planning educational experiences that they and the school and the community have to offer prospective teachers
   - working with prospective teachers in planning individualized laboratory experiences
   - providing supervision for prospective teachers as they progress through their planned programs of laboratory experiences
   - providing formal and informal conferences to assist in the laboratory experience program
   - keeping local school administrators informed of the cooperative arrangement and activities
   - keeping up to date in their own professional development program

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Role of the Cooperating Teacher in Providing Laboratory Experiences, pp. 6–8, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW



Activity

For information on preparing a file of relevant information on the community, the school, and the vocational program for prospective teachers, read the following information sheet:

PREPARING INFORMATIONAL MATERIALS FOR PROSPECTIVE TEACHERS

When prospective teachers come to the school for an observation, a short visit, or a period of assistantship, they will no doubt be somewhat anxious and perhaps very confused. They will probably not know very much about the school and its program, and the students will be unfamiliar to them. Therefore, as prospective teachers walk along the halls and into the rooms, they will try to get some quick clues by looking at teachers at work or at the appearance and behavior of the students. These impressions may or may not give newcomers an accurate view of the school and its work.

In the vocational class, prospective teachers will see what is going on, but will probably not be able to relate this to what has gone before. They will not be able to relate this to what will take place later, or to the overall goals of the program and needs of the students. In short, if prospective teachers are to observe accurately and participate intelligently, they need a lot of good information. They may be able to acquire this over a period of time by observing, asking questions, or picking up printed materials. However, cooperating teachers can increase the accuracy and shorten the time required by gathering the needed information ahead of time and having it in a convenient form for them.

Gathering and preparing information for prospective teachers in advance of their coming to the school has advantages for you. It will save you considerable time, effort, and trouble when the prospective teacher arrives on the scene. Additionally, you will be able to review mentally your own program as you prepare to inform someone else about what you are doing.

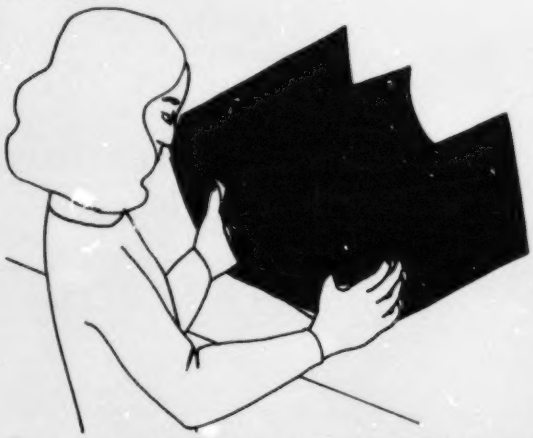
What kinds of information are essential to the intelligent functioning of prospective teachers, what may be helpful, and just how much do they need to know? It is, of course, possible to deluge prospective teachers with information that will only serve to confuse them further and increase their anxieties. In general, prospective teachers who will be in the school for a short period of time (as opposed to full-time student teachers) will not need to understand the detailed functioning of the whole school and the duties of all of its personnel. However, they will want to find their way around the facilities easily and will not want to unknowingly violate a regulation or offend anyone.

In their early laboratory experience, the prospective teachers will be most concerned with the specific occupational specialty in which they will participate. They need to understand the broad outlines of the instructional program as well as how the specific activities they observe are related to it. Some of what they see and hear in the learning environment may not be what they were led to expect by their college or university educational programs. Therefore, they will need to know something about the special needs and problems of the students, and how the occupational specialty is attempting to cope with these needs. Knowing about class routines, procedures, and bell schedules will help prospective teachers feel more comfortable quickly and will help them become part of the instructional team.

You can gather information about the community, school, and vocational service area from a variety of sources and combine the information into instructional packets to be furnished the prospective teachers as they come into the program. Of course, for some personal or transitory information, there is no better way to inform the prospective teacher than to tell him or her personally. However, even in this case, you will want to be prepared beforehand.

Prospective teachers will also want informational materials that relate specifically to you. If you already have an up-to-date résumé (or vita), you may include all or parts of this information in the file or folder of materials for prospective teachers. They will probably be interested in your

educational background and your teaching experience (where you have taught and what you have taught).



The materials should be collected, evaluated, organized, and stored in an area accessible to prospective teachers. You can organize the materials in clearly labeled accordian file folders. These are portable and easy to update, and can be stored in a file cabinet. You can also use manila folders, and these, too, can be stored in a file cabinet. A large, three-ring binder could also serve as a "briefing book," and could be given on loan to prospective teachers before they take up their assignments in the school.

You will want to carefully evaluate all of the materials for appropriateness, for currentness, and for accuracy. If certain materials do not meet these criteria, you may have to write the information yourself.

Sample 1 suggests some of the types of information that will help make the prospective teacher's stay at the school more productive and effective. This is not to suggest that every prospective teacher will need all of this, but that from the available materials you can select those items that will be most helpful to him/her.

SAMPLE 1

POTENTIAL INFORMATION AND MATERIALS

INFORMATION NEEDED	MATERIALS AVAILABLE
Data about the community—	
• socioeconomic conditions	• community brochures
• industrial and commercial activities	• chamber of commerce bulletin
• importance of the occupational specialty	• street and road map
• attitudes toward schools and teachers	• school system reports
Data about the school—	
• students (home backgrounds, objectives, general achievement level)	• student handbook
• teachers and staff	• teacher's handbook
• total school program	• faculty directory
• administrative regulations, routines, and schedules	• program descriptions
• student discipline procedures	• class schedules
	• building plan
	• school forms
	• parking regulations and permits
Data about the vocational program—	
• total vocational program in the school	• program description
• your specific occupational program	• course outlines
• instructional materials and aids used	• sample units
• instructional techniques and practices used	• lesson plans
• evaluation practices used	• class record book
• classroom and laboratory management regulations observed	• lab manual
	• resource lists
• instructional planning procedures used	• texts
• professional information about the teacher	• instructional modules
	• student worksheets
	• project sheets
	• instruction sheets
	• teacher data (e.g., résumé)
	• sample test

Prepare, in usable form, an "Orientation File" of informational material on the community, the school, and the occupational specialty for your actual school situation that could be used by prospective teachers.

You may wish to develop additional orientation materials in the form of media designed to orient prospective teachers to your program. These could take the form of slide/tape presentations, videotapes, audiotapes, etc. For example, you might wish to videotape one of your lessons in which you introduced a new technique to your students. You might also wish to audiotape a description of the course content for your program, or you could make a slide/tape presentation explaining the organization of your school. If you know of someone with experience in operating media equipment, you may wish to have him/her record the information you wish to present.

If available, you may wish to review an information file for prospective teachers that is on exhibit at your college/university department to see how it is organized, what materials are included, and how the material can be stored.

After you have prepared an information file, use the Checklist for Evaluating Informational Materials, pp. 19–20, to evaluate your file.

NOTES

CHECKLIST FOR EVALUATING INFORMATIONAL MATERIALS

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

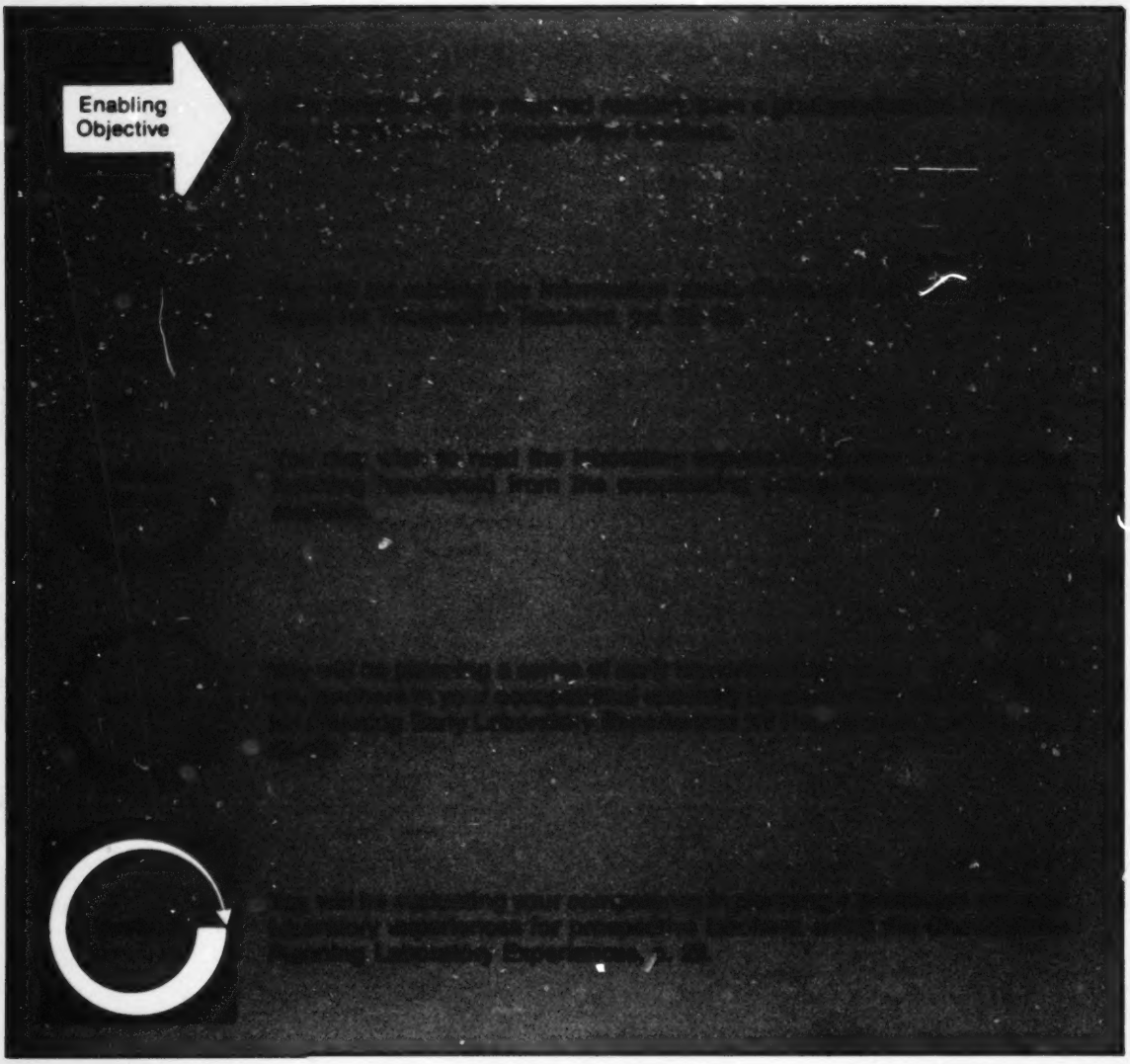
Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The file contains information on:				
1. businesses and industries in the community	☐	☐	☐	
2. employment and standards of living in the community	☐	☐	☐	
3. attitudes of the community toward schools, teachers, and the service area	☐	☐	☐	
4. students' home background, general achievement levels, etc.	☐	☐	☐	
5. teachers and staff	☐	☐	☐	
6. total school program	☐	☐	☐	
7. school schedule (classes, lunchroom, clubs), school regulations, school routines (fire drills, etc.)	☐	☐	☐	
8. student disciplinary procedures	☐	☐	☐	
9. total vocational education program	☐	☐	☐	
10. specific service area involved in the laboratory experience program	☐	☐	☐	
11. classroom and laboratory management regulations	☐	☐	☐	
12. instructional materials and aids available	☐	☐	☐	
13. units and lesson plans for the ongoing instructional program	☐	☐	☐	
14. yourself as the cooperating teacher (professional information)	☐	☐	☐	
The completed file:				
15. contains only information that is appropriate, up to date, and accurate	☐	☐	☐	
16. is organized in clear, usable form	☐	☐	☐	
17. is stored so that it is easily accessible to anyone who needs it	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Preparing Informational Materials for Prospective Teachers, pp. 14–15, revise your file accordingly, or check with your resource person if necessary.

Learning Experience III

OVERVIEW



Activity

For information on planning a graduated series of laboratory experiences for prospective teachers, read the following information sheet:

PLANNING LABORATORY EXPERIENCES FOR PROSPECTIVE TEACHERS

Typically, prospective teachers in their first years of training think of themselves as experts on schools and teaching. After all, they have spent most of their lives in classrooms observing scores of teachers. Only a couple of years ago, most of them were school students themselves, so they feel that they know how students behave and how teachers operate.

As they enter the vocational classroom as prospective teachers, they may find, however, that school conditions and their own perceptions have changed considerably in the meantime. Change has been rapid in many aspects of the school program, and certainly student attitudes, behavior, and values are not what they were a few years ago. Then, too, when they were in the schools, prospective teachers functioned as students, not as teachers, and may well have been in an entirely different cultural setting. Surprising to them, they may find a sizable generation gap between themselves and the vocational students with whom they will be working.

The learning experiences you provide need to be planned to bridge this gap. In addition, they need to be planned to enrich and give personal meaning to the formal course work of the university or college educational program. As the prospective teachers develop teaching skill, they can try out their formal learnings under practical conditions.

Laboratory experiences should not be a scattering of random or chance happenings that occur at times convenient to you. Neither should they be selected on the basis of tradition or habit without questioning their values. New programs, new approaches, and new technical devices (such as videotape equipment) have greatly expanded the range of experiences available to teachers and students.

There is an educational logic that should be observed when laboratory experiences are planned by cooperating teachers and prospective teachers. The sequence of laboratory activity should be—

- from passive observation to active participation
- from what is known to the trainee, to the unknown
- from easy tasks to more difficult tasks
- from simple activities to more complex activities
- from short activities to longer activities

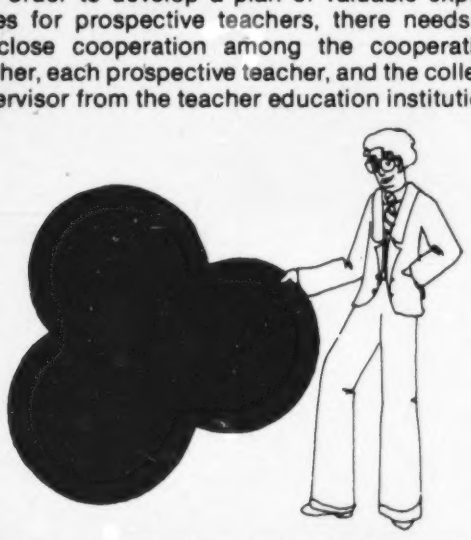
Each experience should take place only when the prospective teacher has a good chance of being successful. The setting should be as non-threatening as possible to him/her.

It is almost universally agreed that trainees should not be inactive for long but should participate as early as possible in some aspects of teaching responsibilities. Observation periods can well be interspersed with active instructional duties in the beginning stages of the laboratory experience. It may be helpful to conceive of graduated laboratory experiences in the following three levels of development.

- **Level I.**—This level includes observation of various instructional activities and decision-making processes. Limited participation as a tutor and general instructional aide may be incorporated into this level of development.
- **Level II.** —The second level includes planning, implementing, and assessing limited instructional units. For example, the prospective teacher may work with individual students, small groups, and the entire class.
- **Level III.**—The third level involves extended practice teaching experience under thorough supervision of the local cooperating teacher and the college supervisor.

Most of the experience in Level III will normally take place during the formal student teaching period, while the work of Level I may begin very early in the teacher's educational program.

In order to develop a plan of valuable experiences for prospective teachers, there needs to be close cooperation among the cooperating teacher, each prospective teacher, and the college supervisor from the teacher education institution.



Certainly the basic philosophical positions of the college or university should be supported by the school experience, or the prospective teacher will be caught in the demoralizing and confusing position of trying to work within two frames of reference at the same time.

It is also necessary that the individual be assisted in fulfilling any specific assignments or requirements in laboratory experience given him or her by the college supervisor. It is unfair to expect him or her to function at a level different from that planned in the teacher education program. For example, for a specified period the institution may want the prospective teacher to get experience in assisting with individual instruction. Although you may want the prospective teacher to present full-class lessons, you should observe the program planned by the teacher education program.

The discussion which follows describes the types of experiences that the training institution will most probably want its prospective teachers to have, and which you will be expected to provide.[1] From these general definitions, you can develop many specific experiences that can be tailored to meet the special needs of individuals.

Orientation experiences.—These experiences include visits to the school to get acquainted with the physical facilities, meet faculty and staff, get a feel for the needs and interests of students in the school, and gain some impressions of the general atmosphere and learning environment. A specific activity may be to attend a faculty meeting and be introduced to faculty and staff by the department chairperson.

Classroom observations.—These observations involve visits to the classrooms and laboratories of cooperating teachers in order to observe teachers and students in action. A specific activity designed to meet individual needs may be to critique a demonstration given by a teacher.

Related visits.—These are visits to schools to observe other than actual classroom situations. These may involve observing student activities, meetings, parent conferences, and other activities related to education. Specific activities in this area may require the prospective teacher to sit in on an advisory committee meeting, or a meeting of a student vocational organization.

Classroom Involvement.—These experiences occur during visits in which the prospective teacher becomes involved in the teaching situation to a limited degree. This type of activity is more active than classroom observation, but not so involved as later experiences. A specific activity to involve prospective teachers may require them to assist individual students with their laboratory work.

Related Involvement.—This involvement occurs during visits in which the prospective teacher takes an active part in some noninstructional phase of the vocational program. A specific activity

1. Adapted from Northeast Louisiana University, *The Laboratory Experience Program* (Monroe, LA: Northeast Louisiana University, 1971).

may require him or her to help conduct an open house.

Tutorial experiences.—These are experiences in which prospective teachers assist students by individual or small-group instruction and guidance in learning activities. Videotapes can be utilized for analysis of these activities. A specific activity in this area may involve having prospective teachers teach a small group a specialized technique such as making buttonholes, or applying an antique wood finish.

Monitorial experiences.—In these experiences, prospective teachers assist cooperating teachers in the performance of certain routine school tasks—much like the paraprofessional or teacher's aide. Examples of specific activities in this area include distributing laboratory supplies or collecting student fees.

Media proficiency.—Proficiency in this area occurs when the prospective teacher develops skill in the production, application, and operation of instructional media. A specific activity may require him or her to videotape and replay a manipulative skill demonstration.

Instructional activity.—These experiences involve more refined tasks in which upper-level prospective teachers actually plan and perform instruction in school learning situations. An example of a specific experience is presenting a short lesson to the entire class.

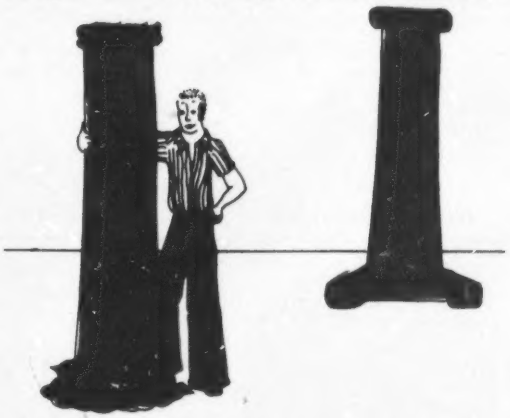
There are a number of teacher responsibilities that are **not** appropriate as experiences for prospective teachers. Many things that are important to the cooperating teacher either are of little interest to prospective teachers at this stage of their professional development, or they are not yet prepared to handle them. It is doubtful if the prospective teacher will gain much from experiences related to such things as detailed budget preparation, professional or fraternal organizations, administrative faculty meetings, course planning, professional promotion, retirement, or sick leave matters.

Asking prospective teachers to perform menial duties will teach little and probably discourage them. They usually should not be asked to do janitorial chores, routine clerical tasks, or errand-running.

Supervision of prospective teachers at the early stages of their laboratory experiences is somewhat different in scope and intensity from that of student teachers who are ready to enter the profession. Standards of performance will, of course, be considerably lower, and mistakes of omission and commission will be more frequent.

It may be difficult for you to allow the prospective teacher to make mistakes as he or she attempts teaching tasks, but errors are a natural and necessary part of learning. At the same time, prospective teachers should not be permitted to develop poor teaching habits or be satisfied with inept teaching performance.

At this stage, it is probably wise for you to err on the side of helpful encouragement rather than strong criticism. Skillfully conducted conferences



and discussions will help the prospective teachers to discover their own errors and plan their own corrective measures.[2] Suggestions, corrections, and constructive criticism can be left to the more serious and urgent deficiencies.

No doubt the most effective experience you can provide is to set an example of really competent teaching. The prospective teachers will readily identify with vocational teachers who are experts in their fields, possess positions of responsibility, and are mature, experienced teachers. The prospective teachers' need for a competent teacher whose performance they can model places a heavy responsibility on you to be an exemplar of teaching excellence.

Another very important element in your supervisory duties is that of support. A very insecure and perhaps confused prospective teacher will need encouragement to become involved in new classroom activities. Such individuals need your support when they make errors as well as when they succeed. This support can be expressed to the prospective teacher in a great many ways. For example, you can—

- offer encouragement when the prospective teacher is hesitant to try new experiences
- provide reinforcement when things work well
- be available for conferences or conversation

2. To gain skill in conducting conferences, you may wish to refer to Module F-3, *Use Conferences to Help Meet Student Needs.*

- offer suggestions for strategies, approaches, and tactics
- provide backing when there is tension or conflict with students
- provide help and relief when real difficulties are encountered

In summary, contemporary teacher education programs emphasize varied laboratory experiences for prospective teachers, starting early in their education program. You play a vital role by planning and providing these experiences in your teaching setting and by working with prospective teachers on an individual basis. The experiences, themselves, offer a graduated induction into teaching and are designed to ensure successful completion and encourage positive attitudes toward self and teaching. Your greatest concerns are in the areas of planning, thoughtfully furnishing a model of excellence, and supporting the beginning efforts of the prospective teacher.

The following is a list of suggested early experiences for prospective teachers. A prospective teacher can be asked to—

- prepare a seating chart and learn the names of the students
- study cumulative records to gain knowledge about students
- make a case study of an individual student
- discuss student behavior and progress with the cooperating teacher
- work with individual students and small groups
- share in routine teacher tasks, such as selling tickets and checking equipment
- take roll and record attendance
- regulate temperature, lighting, and other physical aspects of the room
- apply techniques of opening and dismissing classes in a systematic and effective manner
- assist with getting out laboratory materials and supplies
- help with problems of classroom mangement
- help supervise cafeteria and corridors
- assist with student groups, such as homerooms and student organizations
- observe various outstanding and effective teachers throughout the school
- learn about the work of the support staff, such as the school nurse, reading specialist, media specialist, and guidance personnel
- write class materials on the chalkboard and on transparencies
- prepare a bulletin board or other display
- operate media equipment, such as a film projector, filmstrip projector, overhead projector, tape recorder
- locate supplemental reference materials
- use reproduction equipment such as the spirit duplicator, mimeograph machine, and photocopier
- prepare, administer, and score a short classroom test
- prepare teaching aids, such as overhead projector transparencies, handout sheets, partially finished projects
- evaluate homework and other assignments
- build a file of work completed by students
- assist with reporting student progress
- talk informally with different faculty members concerning the teaching profession
- accompany the cooperating teacher in out-of-school visits involving parents and/or people in the occupational field
- schedule customer jobs for laboratory or shop student practice
- assist the cooperating teacher and the students in the operation of the safety and/or sanitation program
- accompany the cooperating teacher to professional meetings

Experiences for PBTE Programs

It should be noted that prospective teachers who are working in performance-based teacher education programs may come to your school with very definite needs for practice and learning experiences. They may have been working on the achievement of a specific series of teacher competencies through the use of PBTE modules, and have completed the knowledge (or cognitive) aspects of their learning. With the opportunity provided by working with you in an actual teaching situation, they can further develop the competencies in controlled teaching experiences and, thus, prepare themselves for final assessment.

As a cooperating teacher, you can do much to assist the PBTE process. You will need to be thoroughly familiar with the teacher education program in which the prospective teachers are working, and you should receive special training in order to function effectively as a school-based resource person.[3] You will also need a good working knowledge of the content of the instructional modules which the prospective teacher is working to complete.

As a resource person, you should confer with the prospective teacher and the college-based teacher educator about which teacher competencies are to be demonstrated, and in what sequence they should be attempted. After that, a plan should be developed cooperatively to provide opportunities

3. For further information on how to serve as a resource person, you may wish to refer to James B. Hamilton and Karen M. Quinn, *Resource Person Guide to Using Peformance-Based Teacher Education Materials* (Athens, GA: American Association for Vocational Instructional Materials, 1978).

for the prospective teacher to first practice the competencies in the classroom or laboratory, and then perform the competencies for final assessment. Because the module learning activities are usually quite definite in their requirements, you will need to review each of the identified modules to make sure that you can provide the assistance and facilities required.

You may wish to read the laboratory experience handbook (or student teaching handbook) from the university/college for which you will serve as a cooperating teacher in order to realistically plan laboratory experiences for the teacher education program.

Using the worksheet which follows, plan, within each category, a sequential (from simple to complex) group of laboratory experiences for prospective teachers. Make the experiences specific to your occupational specialty and to a unit in your own program.

WORKSHEET FOR PLANNING EARLY LABORATORY EXPERIENCES FOR PROSPECTIVE TEACHERS

_____ at _____

(occupational specialty) (school)

Orientation Experiences

Classroom Observations

Related Visits

Classroom Involvement

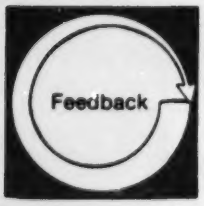
Related Involvement

Tutorial Experience

Monitorial Involvement

Media Proficiency

Instructional Activity



After you have developed your plan for a series of graduated laboratory experiences, use the Checklist for Planning Laboratory Experiences, p. 29, to evaluate your work.

CHECKLIST FOR PLANNING LABORATORY EXPERIENCES

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

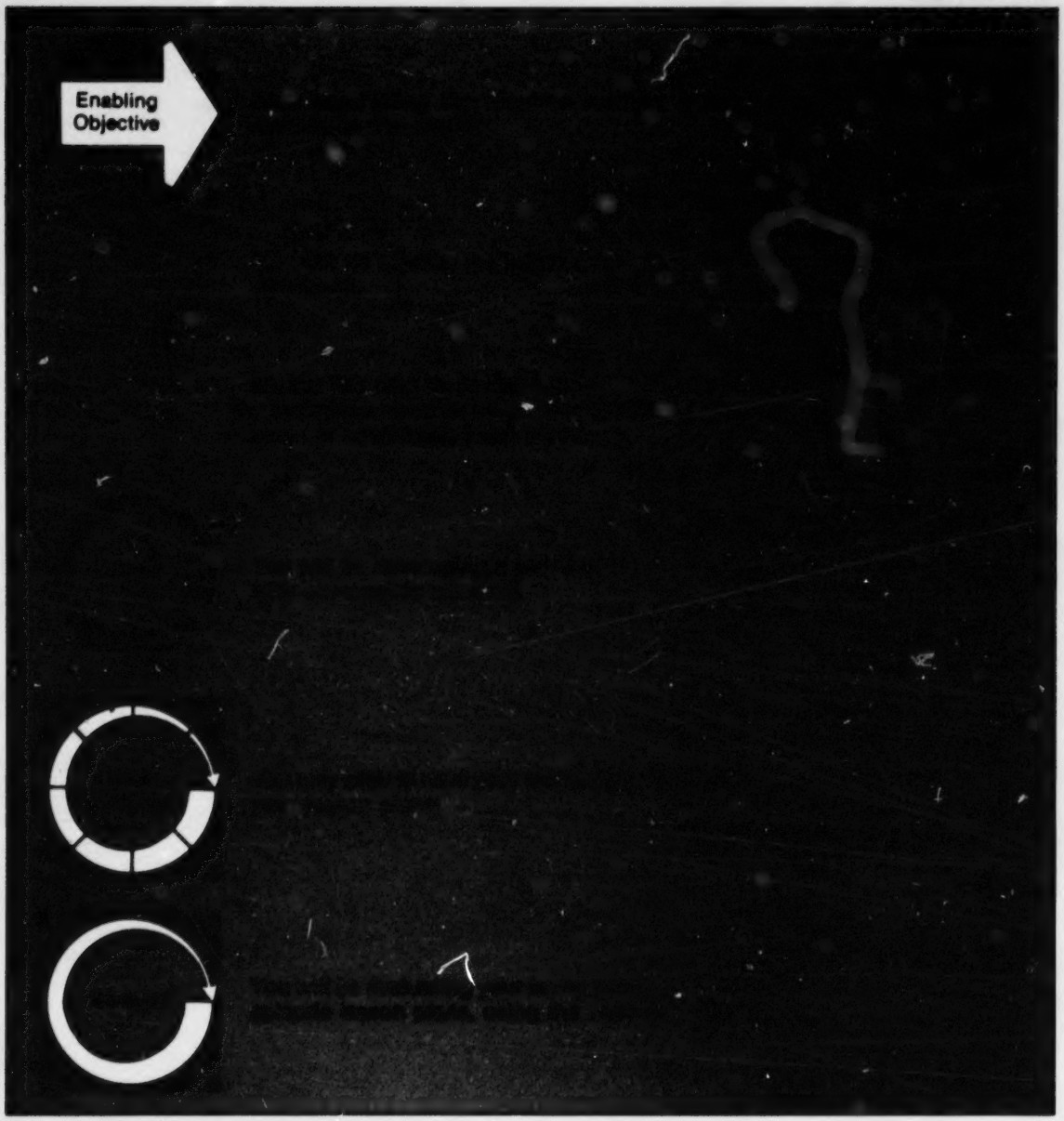
	N/A	No	Partial	Full
The planned laboratory experiences were:				
1. specific for the occupational specialty	☐	☐	☐	
2. sequenced from simple to complex in all of the categories	☐	☐	☐	
3. sufficiently varied to challenge the prospective teacher	☐	☐	☐	
4. meaningful activities (included no menial duties or busywork)	☐	☐	☐	
5. realistic for the background preparation of prospective teachers	☐	☐	☐	
6. consistent with the teacher education program at the university/college	☐	☐	☐	
7. based on up-to-date competencies needed by vocational teachers	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Planning Laboratory Experiences for Prospective Teachers, pp. 22–26, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience IV

OVERVIEW

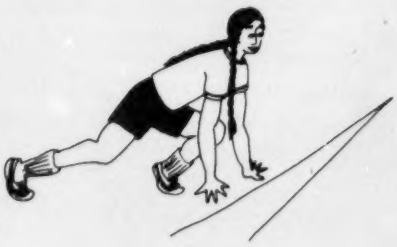


Activity

For information on planning a series of teaching episodes for prospective teachers, read the following information sheet:

PLANNING TEACHING EPISODES

There comes a time in the education of prospective teachers when they are ready to teach. They are educationally ready because they have had the necessary course work and professional training. They are emotionally ready to try out their newly acquired skills and are perhaps overburdened with theory. In spite of lingering doubts and perhaps genuine anxieties, they want to get up in front of a class and teach a real lesson to real students. This kind of experience can take place prior to full-time student teaching, but should be done only after some observation and participation in the classroom.



The "teaching episode" is a short, well-planned lesson given to the class by the prospective teacher. The episode is a self-contained event, not a part of the ongoing instructional program. The teaching episode concept is based on experience-centered learning, and presumes a readiness on the part of the prospective teacher for his or her first try at the formal instructional act. The prospective teacher may not know the students in the class, but has had prior orientation and comes to the class for the express purpose of presenting the lesson. Later, the teaching episode is reviewed and evaluated by the prospective teacher and the cooperating teacher with a view to subsequent improvement.

The teaching episode differs from microteaching in that it takes place in an actual school situation with an entire class of students to whom the instruction is real and appropriate. It is **not** role-playing. It is similar to microteaching, however, in that it is limited in time and scope.

Your responsibilities as a cooperating teacher are very crucial because you want these first short teaching activities to be successful for each prospective teacher. Success requires planning on your part; it requires sharing of plans with another person. It requires having conferences before and after the short teaching activity, and it requires letting the prospective teacher practice the activity prior to the actual teaching experience (guided by your encouragement and suggestions for change).

Further, you will need to assess the potential for success of these first short teaching experiences. For example, if you find that a prospective teacher is just not ready to give a presentation to a class, you may want to talk with him or her about working with a small group of students in preparing an exhibit. This delay may help to build up the prospective teacher's confidence in working with students.

The lesson topic can be an enrichment of the usual subject matter. It can be an interesting, though perhaps not essential, addition to the program routine. It is selected to appeal to the general interests of the students. It is appropriate to the age and grade level of the students and contributes to their knowledge of their occupational specialty. The subject might be a demonstration of a skill, an explanation of a new technique or procedure, or some information related to a lesson presented previously.

Since the teaching episode is based on the presumption of success, the topic and subject should be derived from a particular interest or strength of

the prospective teacher. You and the prospective teacher can plan together to draw upon his or her educational background for the lesson and come to an agreement as to the topic's suitability and the lesson's timing.

Because the teaching episode causes little disruption to the regular vocational program, it can be scheduled whenever the prospective teacher is ready. There should be plenty of time for planning the lesson and preparing the presentation. In the presentation, the prospective teacher needs to use carefully chosen techniques and procedures, and plan the lesson so it becomes a model of what he/she can do. A length of 10 or 15 minutes allows the lesson to be an effective one, yet strictly limits the demands on the prospective teacher. During the presentation, he or she has complete control; you are in the room just as an observer, and as the one who can salvage the situation if the presentation appears to be floundering.

A videotape of the teaching episode can prove very helpful as an evaluation device for secure, prospective teachers. It is important that less secure individuals not be forced to have videotapes made, because their injudicious uses can be quite destructive. Success is the desired outcome of the teaching episode, but prospective teachers should know that if they should fail, they will suffer no damage to their status or to their relationship and acceptance with the cooperating teacher. Success in the episode can be followed by additional teaching episodes to build confidence.

Episode teaching both **requires** and **promotes** close communication between the teacher training institution and the vocational education program. Together, you and the supervisor can determine when the prospective teacher is ready, and how the episode can draw on his or her special strengths and interests. Most particularly, after self-evaluation and after the conference with the cooperating teacher, training needs can be identified and plans can be made to enrich and strengthen the prospective teacher's teaching competencies.

Episode teaching in the vocational program calls for cooperating teachers who are oper and flexible in their interpersonal relations, and prospective teachers who are intellectually and emotionally ready to teach. It focuses all the attention on the formal teaching act and is, thus, vital to the preparation of effective vocational teachers.

NOTE: The following activities involve developing a series of lesson plans. If you prefer, you may develop your series of teaching episode lesson plans by working with a group of 3–5 peers who are also taking this module.

Assume you have recently been asked to serve as a cooperating teacher for prospective teachers. Develop a series of teaching episode lesson plans to serve as a basis for conferences with prospective teachers. The plans will function as simple examples of topics that may be suitable for a teaching episode, and the scope of the lesson possible within the limits of time and available facilities. These topics might include the following.

- demonstration of a manipulative skill
- explanation of a process or technique
- presentation of an abstract concept
- description of a current industrial or commercial concept
- presentation of related information
- review of a laboratory procedure

You may wish to have your resource person review the overall adequacy and appropriateness of your plans. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

After you have developed your teaching episode lesson plans, use the Teaching Episode Checklist, p. 35, to evaluate your work.

TEACHING EPISODE CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

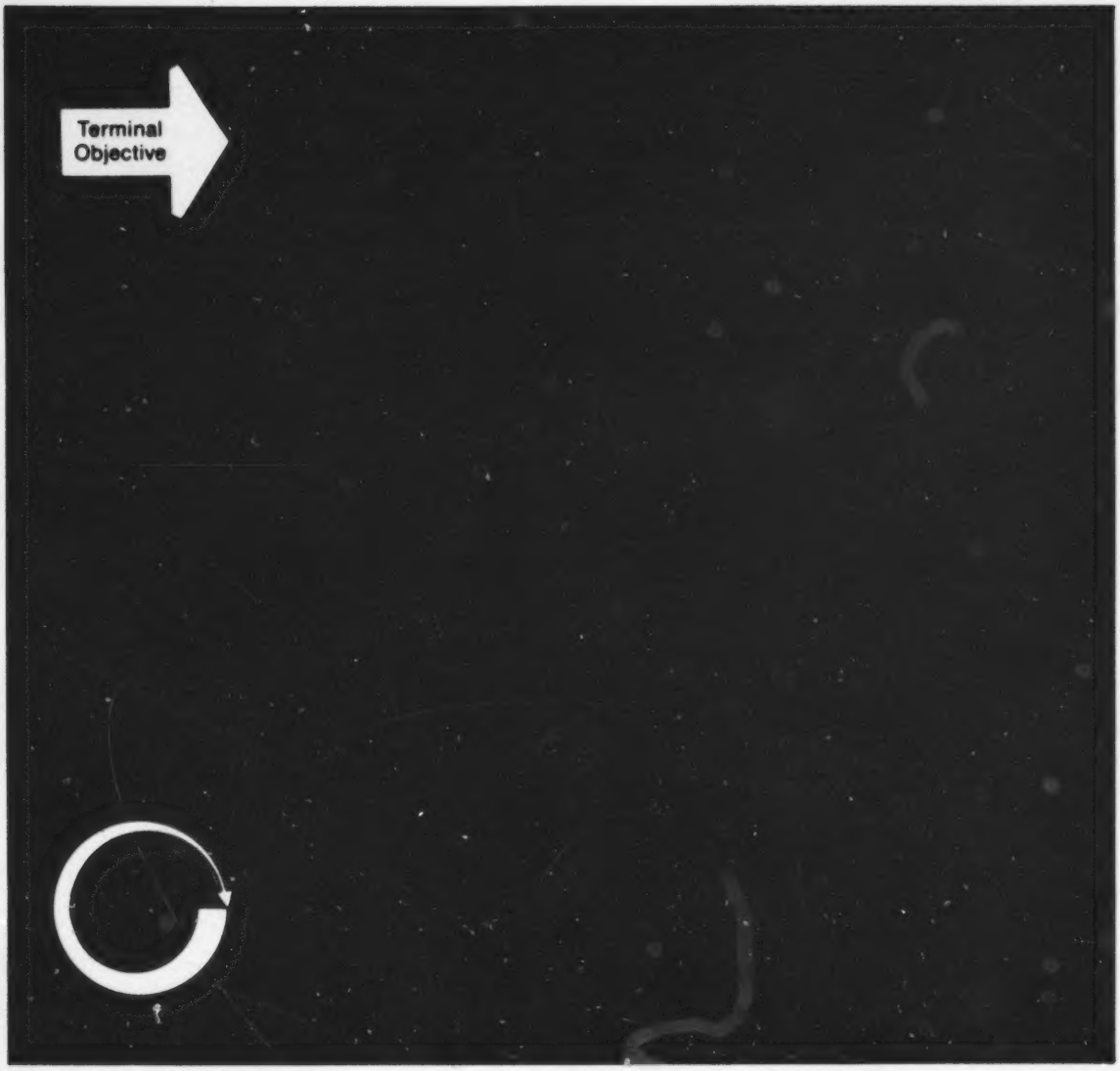
	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In planning the series of teaching episodes, the cooperating teacher:				
1. selected topics which:				
a. would appeal to the general interests of students	☐	☐	☐	
b. were appropriate to the age and grade level of the students	☐	☐	☐	
c. could be presented at any time because they were not an essential part of a unit	☐	☐	☐	
2. included a variety of types of lesson plans and topics	☐	☐	☐	
Each planned teaching episode:				
3. identified the lesson topic	☐	☐	☐	
4. communicated clearly the objective of the lesson	☐	☐	☐	
5. listed the needed materials, tools, and equipment	☐	☐	☐	
6. listed the needed teaching aids and references	☐	☐	☐	
7. indicated teaching/learning strategies	☐	☐	☐	
8. specified the concepts, generalizations, and content to be covered	☐	☐	☐	
9. specified the method of evaluation to be used	☐	☐	☐	
10. could be taught in a relatively short period of time, usually in about 15 minutes	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Planning Teaching Episodes, pp. 32–33, revise your plans accordingly, or check with your resource person if necessary.

NOTES

Learning Experience V

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Provide Laboratory Experiences for Prospective Teachers (I–6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

During the laboratory experience program, the cooperating teacher provided the prospective teacher with opportunities to:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. become familiar with the total school program	☐	☐	☐	☐		
2. become familiar with the total vocational program	☐	☐	☐	☐		
3. become familiar with the program in his/her occupational specialty	☐	☐	☐	☐		
4. acquire information about the community	☐	☐	☐	☐		
5. meet members of the school's faculty, staff, and administration	☐	☐	☐	☐		
6. observe techniques (and behaviors) of the cooperating teacher	☐	☐	☐	☐		
7. observe students in the teaching/learning environment	☐	☐	☐	☐		
8. observe and participate in the management of the physical facilities	☐	☐	☐	☐		
9. have direct contact with students in routine teaching tasks	☐	☐	☐	☐		
10. become gradually introduced into the teacher's role at a rate at which he or she could succeed	☐	☐	☐	☐		
11. confer with the cooperating teacher to plan for and discuss progress being made towards professional proficiency	☐	☐	☐	☐		
12. contribute to planning and preparation for instruction	☐	☐	☐	☐		
13. plan and present short teaching episodes for vocational classes	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
14. utilize his/her special educational experiences and interests	☐	☐	☐	☐		
15. identify areas of continuing professional needs and develop plans for achieving them	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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